



OKLAHOMA STATE DEPARTMENT OF EDUCATION

aimswebPlus

Technical Support
Universal Screening for Risk of Reading Difficulties

This guidance is based off information provided by the vendor and is provided to assist districts in quickly finding essential information for using this screening instrument to meet the requirements of the Reading Sufficiency Act (RSA) screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.

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General Information

Contact Information

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Administration Information

Setting	Some portions of the assessment are administered orally one-on-one. Other portions are given in a group with paper and pencil.
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Average Time	Beginning of Year	Middle of Year	End of Year
Kindergarten	2 minutes per student	5-6 minutes per student	5-6 minutes per student
1 st grade	6-7 minutes per student	3 minutes per student	3 minutes per student
2 nd grade	2 minutes per student 19-32 minutes group	2 minutes per student 19-32 minutes group	2 minutes per student 19-32 minutes group
3 rd Grade	2 minutes per student 19-32 minutes group	2 minutes per student 19-32 minutes group	2 minutes per student 19-32 minutes group
4 th Grade and above	23-38 minutes group	23-38 minutes group	23-38 minutes group

Grade Level Assessment Pathway

	Beginning of Year	Middle of Year	End of Year
Kindergarten	Administer Universal screening to all students. Use results to guide instruction. *Results are reported on the RSA Survey: Beginning of Year report.	Administer Universal screening to all students. Write IPRI and administer dyslexia screening* to students below the grade-level target. *Must use other assessment approved for dyslexia.	Administer Universal screening to all students.
1 st -3 rd Grade	Administer Universal screening to all students. Write IPRI and administer dyslexia screening* to students below the grade-level target. *Must use other assessment approved for dyslexia.	Administer Universal screening to all students. Adjust IPRI for students as needed. Write IPRI for students who have dropped below the grade-level target.	Administer Universal screening to all students.



Assessment Administration

Assessment Components

The following subtests are used to determine the composite score and guide instructional decisions.

	Beginning of Year	Middle of Year	End of Year
Kindergarten	Required <ul style="list-style-type: none"> • LNF* • LWSF* 	Required <ul style="list-style-type: none"> • LNF* • PS • LWSF* • NWF 	Required <ul style="list-style-type: none"> • LNF* • PS • LWSF* • NWF
	Recommended <ul style="list-style-type: none"> • PC • IS • AV 	Recommended <ul style="list-style-type: none"> • IS • AV 	Recommended <ul style="list-style-type: none"> • WRF • AV
1 st grade	Required <ul style="list-style-type: none"> • PS • LWSF • NWF • ORF* 	Required <ul style="list-style-type: none"> • NWF • ORF* 	Required <ul style="list-style-type: none"> • NWF • ORF*
	Recommended <ul style="list-style-type: none"> • WFR • AV 	Recommended <ul style="list-style-type: none"> • WRF • AV 	Recommended <ul style="list-style-type: none"> • WRF • AV
2 nd grade	<ul style="list-style-type: none"> • ORF* • RC* • VO* 	<ul style="list-style-type: none"> • ORF* • RC* • VO* 	<ul style="list-style-type: none"> • ORF* • RC* • VO*
3 rd Grade	<ul style="list-style-type: none"> • ORF* • RC* • VO* 	<ul style="list-style-type: none"> • ORF* • RC* • VO* 	<ul style="list-style-type: none"> • ORF* • RC* • VO*
4 th Grade and above	Required <ul style="list-style-type: none"> • SRF* • RC* • VO* 	Required <ul style="list-style-type: none"> • SRF* • RC* • VO* 	Required <ul style="list-style-type: none"> • SRF* • RC* • VO*
	Recommended <ul style="list-style-type: none"> • ORF 	Recommended <ul style="list-style-type: none"> • ORF 	Recommended <ul style="list-style-type: none"> • ORF

*Used to determine composite score



Assessment Administration

Abbreviation	Assessment Name	Setting
PC	Print Concepts	Individual
IS	Initial Sounds	Individual
LNF	Letter Naming Fluency	Individual
PS	Phoneme Segmentation	Individual
LWSF	Letter Word Sounds Fluency	Individual
WRF	Word Reading Fluency	Individual
AV	Auditory Vocabulary	Individual
NWF	Nonsense Word Fluency	Individual
ORF	Oral Reading Fluency	Individual
RC	Reading Comprehension	Group
VO	Vocabulary	Group
SRF	Silent Reading Fluency	Group

Remote Testing Guidance

This information is provided by the vendor and intended to support districts in making informed, well-reasoned decisions around remote assessment.

For aimswebPlus remote assessment guidance click on the following links:

[aimswebPlus Telepractice website](#)

[aimswebPlus Remote Assessment Video](#)

Current customers or customers reviewing aimswebPlus through a sandbox account can access resources within the aimswebPlus platform.

Platform Navigation:

Login <https://app.aimswebplus.com/> > How can we help? > Other Resources > Remote Assessment Practices

For further information about telepractice in general please visit: [Pearson's Telepractice Website](#).



Special Considerations

Accommodations

Text-to-speech and other accessibility tools are available within the aimswebPlus system. Accommodations include changes made in the test setting, timing, presentation format, or response format that minimize obstacles to perceiving or responding to test content without changing the test content itself. Consequently, the meaning of test scores and the valid application of norms is preserved.

Note that because speed plays an important role in the timed fluency measures, certain typical accommodations cannot be used without invalidating the norms.

For all individually administered **untimed** measures, any test accommodation allowed in statewide testing programs (e.g., using large print, using sign language to administer and respond to items, eliminating answer options for multiple choice items by covering them) and documented in the student's IEP is permitted. For online administered Reading measures, aimswebPlus uses a test delivery platform (TestNav) that offers a menu of special accommodations tools and features for students with disabilities.

Accommodating students through modifying the testing environment (e.g., special lighting, adaptive furniture) is allowed for the online Reading measures. In addition, the following TestNav accommodation tools are available for these measures:

- Contrast settings: Allows students to select alternate color combinations for text and background.
- Magnifier: Allows students to magnify item content, while preserving clarity, contrast, and color.
- Answer Masking: Allows students to cover (mask) one or more answers.
- Show/Hide Line Reader: Allows students to hide all but a selected portion of the screen.

To meet the conditions of an inclusive assessment population, development should include, where practicable, students from each unique group for which the test will be used. Many steps were taken to ensure test content was appropriate and accessible to ELL students and students with mild to moderate sensory or physical disabilities. English language learners and students with disabilities were included in the item tryout and standardization stages of development. Furthermore, rigorous analyses, both qualitative and quantitative, were used to minimize bias.

The National Center on Educational Outcomes (NCEO, 2002) articulated a set of design principles for universal design, and we adhered to those in developing aimswebPlus. In developing aimswebPlus' standards-based assessments, liberal time limits were employed, individual administration was used in Kindergarten and Grade 1, and audio presentation of all instructions as well as the vocabulary and math word problem items were available to all examinees during tryout and standardization. Additionally, test items and instructions are simple, clear, and intuitive and the verbal complexity was intentionally controlled to reflect below grade level expectations.



Special Considerations

English Learners

For English Language Learners (ELLs), Spanish-language aimswebPlus measures are provided.

Data for the National Norms were selected from the aimswebPlus database, which includes all the measure scores entered into the system by aimswebPlus users. The norms are based on all students for whom Spanish is their primary language and who qualify for English as a Second Language (ESL) services with a valid score on any aimswebPlus measure in the grades and seasons. The ESL indicator variable in the system was available for 99% of the sample taking a Spanish early literacy or ORF form.

To meet the requirements for promotion through Pathway 2 with the screening assessment, the student must be able to meet the end-of-year 3rd-grade target in English.



Using the Data to Determine Risk

Grade Level Targets

In a tiered assessment and instruction system, tiers are used to define the level of instruction needed for the students within each tier. AimswebPlus follows the traditional model of three instructional tiers, defined as follows:

- Tier 1 = Low Risk (about 75% - 95% of students in this group **will** meet the target)
Students are on track to meet the end-of-year target and are least likely to need intervention. These students should continue to receive the general instructional program. Typically, the majority of students fall into this category.
- Tier 2 = Moderate Risk (about 25% - 65% of students in this group **will not** meet the target)
Students are not on track and have a moderate risk of not meeting the end-of-year target. These students require some type of intervention, often taking the form of supplemental small-group instruction.
- Tier 3 = High Risk (about 50% - 90% of students in this group **will not** meet the target)
Students are not on track and are typically well-below grade level. These students have a high risk of not meeting the end-of-year target without intensive, individualized instructional intervention.

First, second, or third grade students who meet the end-of-year third grade-level target score are eligible for promotion to fourth grade. **For aimswebPlus, students must have a composite score of 410 to meet this option.** According to state statute 70 O.S. § 1210.508C(1)(1), “after a student has demonstrated proficiency through a screening instrument, the district shall provide notification to the parent or guardian of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention.”

The scores listed on the following chart are the composite scores determined by the required assessments listed above. The composite scores listed in the table reflect the grade-level target scores. **Students scoring below this score are considered at-risk for not meeting grade level reading expectations and should be placed on an Individualized Program of Reading Instruction (IPRI).**



Data Benchmarks

		Beginning of Year	Middle of Year	End of Year
Kinder	Well Below Benchmark	8	38	59
	Below Benchmark	21	60	80
	At Benchmark	32	73	91
1 st grade	Well Below Benchmark	11	22	30
	Below Benchmark	18	35	50
	At Benchmark	25	46	62
2 nd grade	Well Below Benchmark	252	287	315
	Below Benchmark	290	329	353
	At Benchmark	322	353	376
3 rd grade	Well Below Benchmark	314	333	351
	Below Benchmark	344	366	386
	At Benchmark	371	394	410
4 th grade	Well Below Benchmark	363	370	378
	Below Benchmark	396	402	410
	At Benchmark	417	422	431
5 th grade	Well Below Benchmark	386	395	402
	Below Benchmark	420	428	437
	At Benchmark	442	451	458